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ABSTRACT

Brief program descriptions derived from a cross-Canada survey of current enrichment programs and teaching materials for Native Studies programs are presented in this document. Prices for materials and some funding sources are also presented. Brief paragraphs describe on-going programs in each of the following subject areas: art (5 programs); festivals, displays, exhibits, etc. (e.g., a program producing a calendar of Indian festivals and a Christmas party featuring Indian drumming and dancing); health, physical education, and outdoor education programs (8 programs, including activities such as orienteering, horsemanship, canoeing, etc.); language arts (8 programs); readers, primers, and legends (11 programs); mathematics (2 programs); music and dance (9 programs); native language programs (18, including programs which utilize syllabic typewriters, more than 1 language, the development of language-specific texts, etc.); science (4 programs); social studies (22 programs); teacher orientation and training programs (7); and general resource materials (20 references, including books, films, journals, etc.). (JC)

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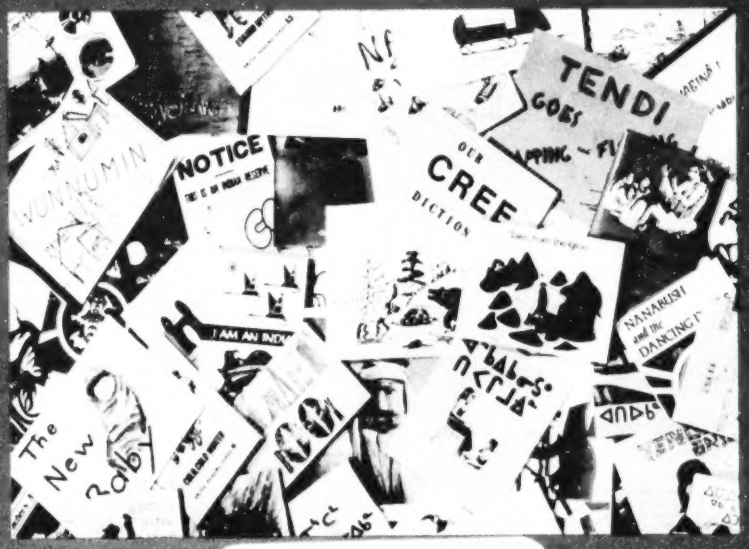

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Exciting developments are taking place in classrooms attended by Indian and Inuit children all across Canada. Parents and teachers from Alert Bay to Eskasoni are building a new relevancy into the school program and, as a result, native studies units, native language instruction and cultural programs are giving an added dimension to the traditional 3R's. Even the classrooms are changing: wall charts, pictures, artwork and handicrafts proclaim that these schools are attended by Indian or Inuit children and, in many places, traditional cultural skills are taught out-of-doors.

Teachers, too, are changing. Indian and Inuit teachers now make up almost 20 per cent of the teaching force. In addition, approximately 1,300 native paraprofessionals work as teacher-assistants, social counsellors, counsellor technicians, home and school co-ordinators, child-care workers and native language instructors. There are Indian superintendents of education, Indian principals and Indian administrators of student residences.

Local school or education committees assist in directing the educational program in close to 250 of the approximately 300 federal schools situated on reserves. In addition to this, 57 Indian representatives with full voting privileges are serving on provincial or parochial school boards.

During the past three years, local curriculum committees have been organized to advise specifically on the cultural content of the school program and to assist in the development of relevant teaching materials. Some 52 of these committees have now been established and many more are in the planning stages. Classroom consultants offer advisory services to teachers, principals, superintendents and curriculum committees and of 31 classroom consultants with special skills and training in intercultural education, nine are Indian and one is Inuit.

There are 54 different Indian languages or dialects spoken across Canada and there has been a dramatic increase in the number of native language programs offered in the schools over the past five years. From a single Mohawk program offered on the Caughnawaga reserve near Montreal during 1969-70, 174 federal schools and 34 provincial schools are now offering programs in a total of 23 different languages. The instructors for these programs are all Native people identified by their local chief and band council for their fluency in the language and their ability to relate to young people. If necessary, the instructors attend training programs to help develop their teaching skills. They are then hired by the band to teach the Native language in the school.

In the pages that follow are brief descriptions of current curriculum enrichment projects and teaching materials for Native studies programs. The information was gathered during a recent cross-Canada survey. While an effort has been made to include a wide range of subject areas, there are doubtless many more ongoing projects and recently developed reference materials which could be included. Please help us to update this list by telling us about your projects. Also, please remember that while the prices quoted for materials are the most recent available, they are subject to change without notice.

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Sources of Funding for Curriculum Enrichment and Native Language Projects

A portion of the Education Branch funds has been designated for curriculum enrichment and Native language programs. While this amounts to approximately $2 million annually, regional priorities sometimes dictate that these funds be diverted to other programs. This, in turn, may mean that local curriculum committees must investigate alternate sources of funding.

The Cree Way Project at Ruperts' House, Que., for example, was successful in obtaining a grant of $70,000 from the Donner Foundation which has enabled them to develop an impressive array of materials which are particularly relevant to the James Bay students.

For the past five years, Saskatchewan has had an advisory committee on the education of children of Indian ancestry which is made up of representatives from the Saskatchewan Department of Education, the Federation of Saskatchewan Indians, the Saskatchewan Metis Association, the Saskatchewan Teachers' Federation and this department. Funding is made available to the committee from the parent organizations as well as varying amounts from service clubs or benevolent associations in Saskatchewan, e.g., Imperial Order of Daughters of the Empire. The committee invites teachers and school staffs to apply for grants for special projects which involve children of Indian ancestry. While the maximum grant available for any one project is limited to $1,500, many excellent projects have been initiated with lesser amounts, e.g., an Indian crafts and folklore project at the Marieval Day School ($600): Indian customs and culture project at Onion Lake ($400); a revised health curriculum for grade 9 at Ile à la Crosse ($700), to name but a few. (Editor's Note: Word has just been received that the Saskatchewan Indian Cultural College in Saskatoon has now assumed the advisory role. Teachers and curriculum committees planning innovative or cultural enrichment projects should contact the College at 1402 Quebec Ave., Saskatoon, Sask., S7K 1V4, for further information.)

The James Smith Community School on the James Smith reserve near Kinistino, Sask., has taken advantage of funding available under the Department of Manpower and Immigration's Local Employment Assistance Program (LEAP) to embark on a comprehensive curriculum development project. Included in the project are the production of individualized instructional programs in reading, mathematics and language arts for students from kindergarten to grade 12; a set of primary readers in English and another set in Cree; a history of the James Smith reserve including treaty and land rights research; a weekly radio program; biographies of individual band members; audio-visual aids which include slide-talks, picture collections, Cree language instructional materials, overhead projectors, audio-tapes, language master sets, videotapes and movies; and a monthly community newspaper which they hope to expand to a weekly paper as the students develop expertise in the publishing field. The band is seeking public support for the projects by soliciting subscriptions to their newspaper, called ACHIMOOWIN, at the rate of $3.50 per year. ACHIMOOWIN may be ordered from the James Smith Community School, Box 634, Kinistino, Sask., S0J 1H0.

The *Alberta* Department of Education has established an Educational Opportunities Fund which provides an opportunity for classroom teachers, schools and other local organizations or individuals to become actively involved in assisting to improve the quality of education in their school district. Written proposals to school boards are required to support an application for grants in two component areas: elementary education and compensatory education. The grants are available for the benefit of students attending the province of Alberta public or separate schools. Further information and assistance in writing grant applications may be obtained from: Co-ordinator, Education Opportunities Fund, Department of Education, Executive Tower, 109th St. and Jasper Ave., Edmonton, Alta.

A summer temporary employment program (STEP) project in cross-cultural education in Alberta has had three well-qualified educators working this past summer (1974) to identify resource materials and to develop handbooks or guides for use by teachers who are planning to offer courses with substantial "Native studies" components. Additional information on the project may be obtained from the Director of Curriculum, Department of Education, 109th St. and Jasper Ave., Edmonton, Alta.

Art

At the *Canwood School, Canwood, Sask.*, an Indian artist from the nearby Sandy Lake reserve conducted art classes for the students in division 3 (grades 7, 8 and 9). The project, which had the approval of the local parents' committee, was unique in that the students used lumber and paint from the local lumber yard as their media, which kept the costs of the project at less than $2.00 per pupil. The paintings were exhibited during the school's annual craft and culture day.

An excellent resource book of ideas for Indian art projects has been produced as part of a "project cultural followthrough" in the U.S.A. The booklet, called *Art and Indian Children*, is available from the Institute of American Indian Arts, Santa Fe, New Mexico, U.S.A.

The Manitoba Department of Education has issued a new *curriculum guide for art for grades 1-6*. The guide, which contains a wealth of information and ideas pertaining to aims, teaching strategies, evaluative clues and references, is attractively bound and beautifully illustrated.

Sarain Stump, the well-known Indian artist, produced two pamphlets for the *Saskatchewan Indian Cultural College*—Two Forms of Art (6pp.), and American Indian Graphic Symbols and Their Adaptation in Art (10pp.). Illustrated by the author, the pamphlets are available for 25 cents each from the Saskatchewan Indian Cultural College, 1402 Quebec Avenue, Saskatoon, Sask., S7K 1V4.

The National Indian Arts and Crafts Advisory Committee publishes a monthly newspaper containing articles, pictures and stories pertaining to Indian and Inuit art and artists in Canada. Interesting and informative, *Canadian Indian Artcrafts* is well worth the $2.00 subscription fee. Order direct from the National Indian Arts and Crafts Advisory Committee, c/o Central Marketing Service, 145 Spruce Street, Ottawa, Ont., K1R 6P1.

Festivals, Displays, Exhibits, etc.

Calendar of Indian Festivals. Each year the cultural development division of the Education Branch compiles a date and place listing of summer celebrations when Canada's Indian people re-create their traditions with festivals, pageants, pow-wows, games and rodeos. Free brochure. Request from Information Services, Department of Indian Affairs and Northern Development, 3rd Floor, 400 Laurier Avenue West, Ottawa, Ont. K1A 0H4.

An *Indian culture group* has been organized at the *Canwood School, Canwood, Sask.*, made up of Indian advisers from the Sandy Bay reserve, teachers and community representatives. They present an annual craft cultural day at the school when the public is invited to an exhibit of hobbies, crafts, art work, artifacts, traditional clothing, and special displays prepared by the students and community members.

The Christmas party at the *Bishop Piché School* at *Fort Chipewyan, Alta.*, featured Indian drumming and dancing, with the parents demonstrating dance steps for the children. The language arts students acted out both Cree and Chipewyan legends and the Cree and Chipewyan chiefs distributed gifts to the children.

Health, Physical Education and Outdoor Education Programs

Survival Skills, Camping, Swimming and Canoeing *St. Phillips School—Cote Reserve, near Badgerville, Sask.*

An outdoor education program for the grade 6, 7 and 8 students has been initiated. In Year One of the program, the grade 6 students tent outdoors for five days at a camp rented from a church group. Year Two of the program has the grade 7 students camping in semi-wilderness for five days with a minimum of "store-bought" foods. The campers catch fish, clean and cook them, and also practise swimming, canoeing and survival skills. In Year Three of the program, the grade 8 students go on a canoe trip, following historic trails. The students do all the pre-planning and purchasing for the trip. Initiation into the program begins in the primary grades with an outdoor exercise program which utilizes a variety of equipment and inexpensive materials available locally: swings and climbing apparatus made of tires of varying sizes; man-made slides; culverts, logs, etc.

Gross Motor Activity Skills

Marieval Day School, Grayson, Sask.

The Physical education teacher at Marieval has devised some excellent games using a 24'-diameter parachute purchased for $28 from Army surplus supplies. In one game, the players hold on to the circumference of the parachute at regularly spaced intervals. At the command they rush into the centre of the circle, the parachute billows up and then the players pull back to their original position. In another game, the players are placed as above and, with the parachute held at chest level, try to toss a ball back and forth. Great for arm, chest and leg muscles.

Horsemanship

Onion Lake School, Onion Lake, Sask.

Plans are being drawn up for training in horsemanship. There will be both outdoor and indoor instruction during the school year, culminating in a gymkhana in the spring. At the same time, a hunter safety program will be in operation.

Canoeing

Canwood School, Canwood, Sask.

The industrial arts students in divisions 3 and 4 (grades 7 to 11) built four fibre glass canoes during the school year and, at the same time, participated in a water safety program. The culmination of the project was when the students took weekend canoe trips, practising the skills they had developed during the year. Parents participated in the planning for the trips and a number of the students operated small fund-raising projects to obtain money for camping equipment and supplies, etc.

Orienteering

Peguis School, Hodgson, Man.

Students have been participating keenly in an orienteering program. The timed rally on foot, using a campass for a guide, offers an added challenge to the students while giving them the opportunity to exercise their traditional skills.

Health

Poplar River School, Negginan, Man.

The health program includes a unit on Indian medicines—yesterday and to-day. The local community health worker and the local medicine man visit the school to talk to the children at this time.

Indian games are introduced and played throughout the year such as Crane, Napewan, Rabbit-ball, Snow-diver, Toss, Moosebone and Rabbit-head.

Indian Games

St. John School, Prince Albert, Sask.

Two periods per week were set aside for Indian games as part of their regular physical education program. The games chosen were researched primarily from *American Indian Games* by Allan A. MacFarlan and included mass participation games rather than individual competition. The games found to be most popular included Kiwatrail, Fish Trap, Stop, and Frog Race.

Three excellent books on Indian games have been recommended by the Indian university students working on a bibliography project in Ottawa during the summer of 1974. They are: *Indian Games and Crafts* by Robert Hofsinde, illustrated by the author, published by Morrow, $3.95, grades 3-6; *Games of the American Indian* by Gordon C. Baldwin, published by Grosset and Dunlap, 1969, $4.25; and *The Games the Indians Played* by Sigmund A. Lavine, published by Dodd, Mead & Company, New York, 1974, $4.25. The latter two books are recommended for grades 6 and beyond. All three books clearly describe the games and their significance to the Indian people.

Language Arts

At the *Gilchrist School in Uranium City, Sask.*, a language arts resources kit is being developed around the theme of the culture and activities of the Indian people who live in the Uranium City area. Four slide/film presentations are planned dealing with activities at a fish camp, native handicrafts, trapping, and the breeding, raising and care of dogs used for transportation, trapping and racing (during their annual Freeze 'n Frolic celebration).

In addition to the film presentation, the kit will include instruction manuals and reports prepared by the students, along with a display of materials related to each topic.

As well as helping the students develop verbal and non-verbal communication skills, the project will also assist in the development of skills in creative art, photography and observation, and also in interviewing techniques and report writing. The co-ordinator of the project is Mr. R. A. Adam, Gilchrist School.

At the *Precambrian School, La Ronge, Sask.*, an interesting communications project has been developed, correlating units from the English, art and social studies courses. The project was designed specifically for Indian students in the primary grades. Additional information may be obtained from Mrs. Lois Dalby or Mrs. Julia Nagy at the Precambrian School, La Ronge, Sask.

Lois Dalby of La Ronge, Sask., has developed a set of *language arts wall charts* for children of Indian ancestry (and others, too). There are 10 charts in the series and their subjects are: Outside Fall Scene—Testing the Ice, Inside the Cabin, Washday, Trapping, Getting Water, Sliding, Grandmother and Grandfather Visit, Summer Camp, and Berry Picking. The brightly coloured charts cost $6.75 per set and are available from School Aids and Textbook Publishing Company Limited, 1935 Albert Street, Regina, Sask.

The *Basic Oral English Course* developed by Rose C. Colliou for Indian children learning English as a second language is still available for purchase from School Publications and Specialties Limited, P.O. Box 639, Saskatoon, Sask. The price of the kit is $37.95.

A set of *language experience charts*, developed by John McMillen while teaching in northern Ontario, depicts the seasonal activities of an Indian boy named Michael who lives in an isolated community. There are 37 charts in the set which has been reproduced in colour. Free. Order from Education Branch, Department of Indian Affairs and Northern Development, 400 Laurier Ave. West, Ottawa, Ont., K1A 0H4.

A selective display of Canadian materials for language arts and social studies (grades 1 to 12) was developed by the *Alberta Department of Education*. The display is housed in a large trailer which is touring the province for at least one year. Awareness of what is available in Canadian print and non-print resources is a primary purpose of the travelling display which is aimed mainly at teachers and parents.

At the *Peguis School, Hodgson, Man.*, local teachers translated language arts lessons, adapted from units viewed on the Sesame Street program, into Saulteaux for the kindergarten and grade one students. The Saulteaux lessons are extremely popular with both primary and older students.

Readers, Primers and Legends

The *Makwa Series* of readers is based on the experiences of native children and portrays real people in real situations with all the dignity of culture, the understanding of the land and the humour that is part of the magic of children everywhere. There are 10 readers in the series: A Little Mouse, The New Baby, the Bang Book, and Here I Go, for kindergarten and level 1; Helping Mother, level 1; Jack and Jet, levels 1 and 2; The Snare and Grandma Knows, level 2 (Seven of the readers are being translated into Cree, but are not yet available for purchase). The readers may be ordered from Peguis Publishers, 462 Hargrave Street, Winnipeg, Man., R3A, 0X5. Price $1.50 each.

The *Tendi Series*, which consists of eight readers and a teachers' handbook, depicts the life of a Dogrib boy and his family in the Northwest Territories about 100 years ago. The series, suitable for grades 2-5, was developed by the Curriculum Branch of the Department of Education in the Northwest Territories from material recorded by native people. Includes a suggested alphabet for writing the Dogrib language. Grades 2-5. Eight students' books plus teachers' handbook—$19.55. Order from Education Division, McGraw-Hill Ryerson Limited, 330 Progress Avenue, Scarborough, Ont., M1P 2Z5.

The *Johnny Series* portrays the life of a Dogrib Indian boy and his family living in a present-day Dogrib community. The series illustrates the current way of life of the tribe and the change that has taken place in

the Dogrib culture over the past century. Developed by native people in the Northwest Territories in co-operation with the Curriculum Branch, Department of Education, Northwest Territories. Grades 2-5. Nine students' books plus teachers' handbook, $21.50. Order from Educational Division, McGraw-Hill Ryerson Limited, 330 Progress Avenue, Scarborough, Ont., M1P 2Z5.

The *Dogrib Legends*. The wonder of legends that have been told for generations is captured in these authentic tales from the Dogrib people. The legends were collected on tape and translated into English without any alterations. Six students' books and teachers' handbook which also contains selections of native music and songs related to the out-of-doors. Developed by Native people in the Northwest Territories in co-operation with the Curriculum Branch, Department of Education, Government of the Northwest Territories. Six students' books plus teachers' handbook, $21.65. Order from Educational Division, McGraw-Hill Ryerson Limited, 330 Progress Avenue, Scarborough, Ont., M1P 2Z5.

The *Nanabush Series*. Nanabush was an Indian Spirit, the son of the west wind and the great grandson of the moon. Daphne "Odjig" Beavon has retold and illustrated this series of Nanabush legends which were originally told to her by her father and grandfather when she was a little girl on the Wikwemikong reserve, Manitoulin Island, Ont. There are 10 booklets in the series: Nanabush and the Dancing Duck; Nanabush and the Rabbit; Nanabush Loses His Eyeballs; Nanabush and Mandomin; Nanabush and the Chipmunk; Nanabush Punishes the Raccoon; Nanabush and the Spirit of Thunder; Nanabush and the Wild Rosebushes; Nanabush and the Spirit of Winter; and Nanabush and the Wild Geese. Levels 4-7. Package of 10, one of each title, $6.25. Order from Ginn and Co., 35 Mobile Drive, Toronto 375, Ont.

The *Arctic Reading Series*, written by Brian Lewis for the Education Branch of the Department of Indian Affais and Northern Development, is a set of non-graded readers for use by northern primary childen in levels 1-3. There are 16 readers in the set: the first 10 are child-centred and reflect the social values, customs and traditions of the Inuit people. The last six readers are Poems and Stories, Eskimo Fables, Eskimo Myths, Eskimo Legends, Northern Indian Tales and Northern Tales From Other Lands. Set of 16 readers, $10. Order from Education Branch, Department of Indian Affairs and Northern Development, 400 Laurier Ave. West, Ottawa, Ont., K1A 0H4.

A number of *Assiniboine Legends* were collected by Will Nighttraveller and Gerald Desnomie for the Saskatchewan Indian Cultural College. There are 15 legends in the collection—both traditional and modern—with black and white illustrations by Sarain Stump and Gerald McMaster. The 65-page booklet is available for $1.50 from the Saskatchewan Indian Cultural College, 1402 Quebec Avenue, Saskatoon, Sask., S7K 1V4.

Robert Bear has taped and translated a collection of *Cree Legends* from Cree people in Saskatchewan, written for division 3 level (grades 6 and up). Available from Indian and Northern Curriculum Resources Centre, Room 3097, Education Building, University of Saskatchewan, Saskatoon, Sask. $3.00.

Weesakaychak was a mischievous being—shaped like a man—who could communicate with birds, animals and even different parts of his body. The Great Spirit placed him on earth to educate the beings of his world. Bob Gallernault recalls Weesakaychak's activities in a book of *Saulteaux legends*. Available from the Indian and Northern Curriculum Resources Centre, Room 3097, Education Building, University of Saskatchewan, Saskatoon, Sask. $3.00.

A set of readers has been developed for the *Blackfoot* children in the primary grades at St. Mary's School on the Blood reserve near Cardston. There are three to four stories in each reader which reflect the legends of the Blackfoot Indians.

The Indian Education Resources Centre at the University of British Columbia has published a number of teaching aids and resource materials. Included is *Illustrated Legends of the Northwest Coast Indians*, adapted and illustrated by Sharon Hitchcock. Copies may be ordered from the centre at Room 106, Brock Hall, University of British Columbia, Vancouver, B.C.

Mathematics

Grade four students at the *Canwood School, Canwood, Sask.*, prepare dictionaries of numbers. In addition to the Indian children, 11 other ethnic groups are represented in the school, so the dictionaries are prepared in Cree, Norwegian, German, French, Chinese, Ukrainian, East Indian, Welsh, Hungarian, English and Gaelic. The booklets are placed on display during the school's annual craft culture day and are a fascinating conversation piece.

The mathematics teachers at *La Ronge School, La Ronge, Sask.*, have been working on the development of a co-ordinated mathematics program that will be meaningful to both the academic and non-academic students in divisions 3 and 4 (grades 7-12). They hope to develop a course that will blend pure mathematics with practical mathematics in a way that the needs of individual students will be served. For example, all students will participate in developing basic "core" skills, common to all mathematics. After mastering the core area, some students may choose to pursue the abstract or in-depth math subjects required for university programs, while others may choose to develop a solid background in areas which are perhaps more closely related to the practical mathematics required in trades occupations and "real" life. The areas covered by this latter group include loans, interest, credit, budgeting, borrowing, measuring and calculating which assist the students to develop their consumer and purchasing skills.

Music and Dancing

The Indian and Northern Curriculum Resources Centres at the University of Saskatchewan, Saskatoon, Sask., has produced some *tapes of Saskatchewan pow-wows* with authentic Saskatchewan Indian music. The tapes are for rent, sale or loan from the IERC, Room 3097, Education Building, University of Saskatchewan, Saskatoon, Sask.

Two excellent booklets pertaining to Indian music and dances have been produced as part of a Native American cultural heritage project in the U.S.A. called *My Music Reaches to the Sky*—Native American Musical Instruments and *Dance With Indian Children*—the shape of the drum beat, the rattle sound, the flute voice... The booklets are available from the Institute of American Indian Arts, Santa Fe, New Mexico, U.S.A.

The *5 and Country Senses* Indian LP music record, produced and arranged by Louis W. Ballard as part of the Schreiber Island, Ont., project in 1971, is still available. It includes a Haida Welcome Song, Arikara War Song, Ptarmigan Dance Song, Tsimshiam Dance Song, Mohawk Stomp Dance Song, Yuma Bird Dance Song, Cherokee Grandmother Song, Quapaw Face Dance Song and Choctaw Walk Song. Order from Tom Peltier Jr., Manitou Arts Foundation, 17 Inkerman St., Toronto, Ont.

Iroquois Social Dance Songs (three LP records) as sung by George Buck, Raymond Spragge, Jacob E. Thomas and Wm. Ruy Spittal are available from Iroqrafts Ltd., R.R. #2, Ohsweken, Ont.

Winston Wuttunee, a Cree folk singer, composer and professional entertainer from the Red Pheasant reserve in Saskatchewan, has been appointed music co-ordinator for the Saskatchewan Indian Cultural College in Saskatoon. He is available for consultation on school music programs and has helped a number of schools to organize talent nights. He may be contacted at the College at 1402 Quebec Avenue, Saskatoon, Sask., S7K 1V4.

Long-playing records of *Indian-Eskimo music* are now available. Included are the Eskimos of Hudson Bay and Alaska, $7.95; Eskimo Songs from Alaska, $7.95; American Indian Dances, $5.79; and As Long as the Grass Shall Grow, $5.79. Order from: Steppingstones Division, Educational Reading Service, East 6 and Midland Avenue, Paramus, New Jersey, U.S.A., 07652.

Songs and Dances of the Great Lake Indians, a long-playing record which costs $7.00 may be ordered from Folkways/Scholastic Records, 906 Sylvan Avenue, Englewood Cliffs, New Jersey, U.S.A., 06732.

At *Lake Manitoba School, Manitoba*, the native language instructor translates folk songs into Saulteaux for the students to sing to guitar accompaniment.

Dr. Louis W. Ballard, Indian composer and musician, has prepared a music kit for the classroom which includes words and music tapes, overhead transparencies, teaching guides and suggestions along with an illustrated history of American Indian music. Called *American Indian Music for the Classroom*, the kit costs approximately $55 and may be ordered from: Canyon Records, 4143 North Sixteenth Street, Phoenix, Arizona, U.S.A., 85016.

Native Language Programs

Statistics

Native language programs were first offered in federal schools during the 1969-70 school year when a Mohawk program was introduced in the Caughnawaga reserve. During the same year, Ontario offered a total of six language programs to older students and adults. During the 1974-75 school year, a total of 208 programs are being offered in 174 federal schools and 34 provincial schools as follows:

A Cree-Chipewyan language arts committee has been formed in the Saddle Lake Athabaska District of Alberta to assist in developing language materials and to advise on the teaching of *Cree* and *Chipewyan* in the schools.

The Alberta Department of Education has granted approval for *Cree* to be taught as a language option at the grades 7, 8, 9 and 10 levels in provincial schools.

The Stoney Cultural Education Project (SCEP), which has been operating successfully for several years at Morley, Alta., has produced a set of readers in the *Stoney* language for use in the primary grades.

The curriculum branch of the Alberta Department of Education has produced a series of 15 cassette tapes of *Cree* Legends in Cree and English. If you would like a set, or if you would like to have them dubbed on reels, get in touch with Dr. Harry Sherk, Associate Director of Curriculum, Alberta Department of Education, Executive Building, 109th St. and Jasper Ave., Edmonton, Alta.

Region	Program initiated		1974-75 – No. of schools		Languages taught
	Year	No. of schools	Fed.	Prov.	
Maritimes	71-72	1	5	2	MicMac, Maliseet
Quebec	69-70	1	24	6	Mohawk, Algonquin, Cree, Montagnais, MicMac, Attikmewk, Inuit
Ontario	69-70	6 (Adult classes)	60	12	Ojibway, Cayuga, Mohawk, Cree, Delaware, Oneida
Manitoba	71-72	6	13	4	Cree, Dakota, Ojibway
Saskatchewan	72-73	5	40	2	Cree, Dakota
Alberta	71-72	1	23	6	Slavey, Cree, Stoney, Blackfoot, Chipewyan
British Columbia	71-72	1	9	2	Songish, Niska, Tsimshiam, Carrier Cowichan, Lillooet, Shuswap
			174	34	
		Grand Total:	208	No. of Languages Taught: 23	

The Le Goff Day School at Cold Lake, Alta., is taking part in a project directed by the Alberta Indian Education Centre whereby local people are researching their legends and developing a *Cree* language program in the school. Linguist Walter Archer from the AIEC is assisting them.

A number of native language teaching aids have been produced by Indian people working at the Indian and Northern Curriculum Resources Centre, Room 3097, Education Bldg., University of Saskatchewan, Saskatoon, Sask.

The most recent ones, which may be ordered direct from the Centre, include:

- *The Cree Language* by Barbara McLeod. Workbook format containing basic vocabulary and simple structures. Illustrated. $3.00.
- *Introduction to the Cree Language* by Joyce Tait. A series of four illustrated manuals accompanied by cassette tapes. Designed for high school level. Lesson I, $7.50; Lessons II and III, $12.50; Lesson IV, $6.00. If all four are purchased as a set, $22.50.
- *Elementary Saulteaux* by Bob Gallerneault and Les Cook. Basic book, illustrated for use in kindergarten and elementary grades. $2.50.
- *Introductory Chipewyan Basic Vocabulary* by Simon Paul. Manual and two cassette tapes for learning basic Chipewyan. $12.
- *Guide to Understanding Chipewyan I* by Ben Garr. Illustrated guide to pronunciation and consonantal system accompanied by 351 language master cards. $80.
- *Guide to Understanding Chipewyan II* by Margaret Reynolds. Illustrated guide and 238 language master cards for the more advanced student. $75.
- *Elementary Chipewyan Workbook* by Margaret Reynolds. Illustrated workbook and 181 language master cards for beginning speakers of the language (ages 4 to 7). $60.

The Slavey Indians of the Upper Hay Lake Band at Assumption School near Fort Vermillion, Alta., are introducing *Slavey* as a second language in all grades, kindergarten to grade 9. The AIEC has been assisting with teaching seminars for the staff involved in the program while a local curriculum committee has been gathering and researching the materials.

The *Alberta Department of Education* has developed regulations relative to the School Act which enable provincial school boards to hire instructors to teach Native language courses in provincial schools. The regulations were developed through negotiations between Native people and the board of teacher education and certification, and provide for continuous upgrading of the instructors with the aim that by 1978, all language instructors will have full provincial teacher certification.

Thirteen schools in the province of Manitoba are now participating in *pilot projects involving the use of the Native language as the language of instruction*, starting at kindergarten and grade 1. The changeover to English instruction is introduced gradually by means of a language shift pattern to the end of grade 4. After grade 4, the language of instruction will be English, but the Native language will continue to be taught as a subject to the completion of high school. Teaching materials to complement the program are prepared by 24 students of Native ancestry, employed by the Manitoba Department of Colleges and University Affairs during the summer. The materials produced include 30 stories (seven in Saulteaux, eight in Cree and 15 in English); alphabet cards in Cree and English; animal, verb and noun charts; illustrations; slide sets; tapes; a Metis pride project; bibliographies of books, newspapers and magazines dealing with Indian history and culture; workshops in Cree and Saulteaux which introduce basic sounds of the languages; autobiographies; and local legends in Cree, Saulteaux and Saulteaux-Cree. Catherine Eby of the Native Education Branch, Manitoba Department of Education, is coordinating the project.

At the Peguis School, Hodgson, Man., *Ojibway-Saulteaux* is taught as a second language by a local Native language instructor, George Henderson. All grades, kindergarten to grade 9, participate enthusiastically in the project. The course is optional at the junior high school level.

A number of teaching materials in the *Carrier language* have been developed by Dick and Shirley Walker and the Carrier linguistic committee for use in the schools at Fort St. James, B.C. Readers, teachers' manuals, lesson plans and charts are included. A complete set is $18 and it may be ordered from the Carrier Linguistic Committee, P.O. Box 928, Fort St. James, B.C.

At the Big Cove Federal School, Rexton, N.B., *MicMac* children have helped develop word lists, a dictionary, a calendar and a school newspaper. The classroom door name plates are written in MicMac. The children have also prepared a map of New Brunswick showing MicMac place names and are producing a large papier mâché sculpture of Glooscap.

Two *Native language teacher training schools* were held in the Ontario region during the spring and summer of 1974. The first one was held during May at Huron College, London, Ont. Sponsored by the London District of DIAND, it was a three-week school in NASL methods (Native as a Second Language) for *Algonkian* speakers. Three southwestern Ontario Ojibway speakers and two Delaware speakers made up the student body. Practice teaching was conducted at Mount Elgin School. A quantity of curriculum and teaching materials for Algonkian second language classes were developed by the students during the school. The instructors were Ian Martin, Barbara Burnaby and Mary Mitchell.

The second school was held in June at the Woodlands Indian Education Cultural Centre in Brantford, Ont. This two-week course was sponsored jointly by the Centre and DIAND and dealt with Native as a Second Language (NASL) methods for Iroquoian language speakers. Fourteen students (*Cayuga, Oneida,* and *Mohawk* speakers) attended, as well as two or three observers. Practice teaching took place in one of the schools on the Six Nations reserve. Teachers: I. Martin, M. Williams, and M. Mitchell.

The Department of Indian and Northern Affairs (Ontario region), in co-operation with Scarborough College, University of Toronto, has produced a short colour film on *Algonkian* syllabics. Narrators are Susan Hunter, Cree, of Winisk, Ont., and Peter Mishibinijina, Odawa-Ojibway, from Manitoulin Island, Ont. The film is intended to be used to introduce syllabics either to a class of children who will be learning to read, or to an adult group who want to know "how syllabics work". It is accompanied by notes on how it may best be used, and is available for loan to federal schools in Ontario or other recognized education groups in the province through the Thunder Bay office, DIAND, 200 S. Syndicate Ave., Thunder Bay, F, Ont.

Syllabic typewriters are now available for use in the following language areas: Eastern Cree/Ojibway: keyboard 1115; Western Cree: keyboard 1112; and Eskimo: keyboard 1111. They are available in 13"-18" carriage, manual or electric models. For further information and price lists of the various models, write to: Olivetti Canada Ltd., 1440 Don Mills Road, Don Mills, Ont. Departmental orders for a specific typewriter should be channelled through Indian and Eskimo Affairs Program, Program Financial and Management Advisory Services Division, Material Services Section, DIAND, 400 Laurier Ave. West, Ottawa, Ont., K1A 0H4.

A teacher's handbook and students' guide for a *touch typing course* using the Olivetti *syllabic keyboard #1115* is being developed and should soon be available for distribution. The course was prepared in Toronto last spring and was classroom tested during a three-week touch-typing syllabic course held in Fort Frances, Ont. in July. While the graduates of the course are now typing syllabics with speed and ease, parts of the course are being revised as a result of the experience gained during the classroom testing period. Three library books were produced by students on the course:

- by Sr. Catherine Tekakwitha, Fort Albany, Ont., Swampy Cree. The story of a boy home from school for the summer vacation. 16 pp.
- by Daisy Bearskin, Ft. George, Que., Eastern Cree. A family builds a wigwam to live in. 9 pp.
- by Nellie Pash, Ft. George, Que., Eastern Cree. About animals we hunt and trap. 12 pp.

Requests for copies of these books should be made to: Mrs. K. Whetter, Education Clerk, DIAND, 55 St. Clair Ave. East, Toronto, Ont.

The Native language teachers attending their second summer of training at Manitou College, La Macaza, Que., reported another successful training program. Teachers returned to their home communities with enough lesson plans and teaching materials for the winter. Materials were prepared in five different languages which indicates that both the teachers and their instructors worked long hours during the training program.

Science

The students and science teacher at *Buffalo Narrows School, Buffalo Narrows, Sask.*, developed a migratory bird banding project to study man's effect on his environment and the necessity for protecting the ecological balance of nature. During the course of the project, they learned about wild life preservation, management of migratory game birds and the work of various conservation groups to enforce pollution control as a means of protecting the environment. The project culminated with an "environment day" during the process of which the students collected a classroom full of empty soft drink cans, pop bottles, paper and refuse from the "wilderness" which surrounds their community.

At *St. Mary's School* on the Blood reserve near Cardston, Alta., there is an integrated science project operating, based on the unity of the environment. The project is ecology-oriented and shows the interrelationship between man, animal and plants, with their climate and environment (soil and water). The project starts at the grade 4 level with a pond-water study, then advances to a prairie study at grades 5 and 6. Developed as part of the project was an eight-minute film showing the movement of animals and insects with the seasons and the available food.

The *Garden Hill School, Island Lake, Man.* has introduced an outdoor science project which includes a detailed study of the flora and fauna in the district. Children and teachers, too, are becoming more aware of their surroundings as a result of the project.

A comprehensive science project is offered at the *Mission, B.C., junior-senior high school.* This excellent project emphasizes Indian contributions to science in the areas of fibres, dyes, house construction, agriculture, mathematics and environmental science and includes academic science games, research methodology and copious suggestions for science teachers. The project, which won a Hilroy Fellowship Award in 1970-71, is written up in Innovations in Teaching of Mathematics and Natural Sciences #C-71303, available from the Canadian Teachers' Federation, 710 Argyle Street, Ottawa, Ont.

Social Studies

The students and staff at the *Pinehouse Lake School* in northern Saskatchewan are developing a mini-museum for artifacts and historical papers associated with their area. There were three early trading areas on Pinehouse Lake and the students are gathering stories and accounts of those days as well as taping memories of the older people on the reserve.
In addition to preserving their local history, the students are also building a display case for the artifacts and papers. Samples of beading, basketry and willow projects will round out the cultural display.

The Saskatchewan Indian Cultural College has produced a multi-media kit as an Indian culture supplement to the elementary social studies program. A teachers' guide to teaching strategies, a handbook, and lesson plans are included in the kit called The Indian Family. Available for $65 from Saskatchewan Indian Cultural College, 1402 Quebec Avenue, Saskatoon, Sask., S7K 1V4.

The *Indian and Northern Curriculum Resources Centre at the University of Saskatchewan* has developed a multi-media kit on Treaty #6. The kit includes three slide talks on the life of the Plains Indians, one on Bountiful Indian Gifts and one on the signing of Treaty #6. Included also are additional print materials and a teachers' manual. $51.25 complete. Order from the Indian and Northern Curriculum Resources Centre, Room 3097, Education Building, University of Saskatchewan, Saskatoon, Sask.

The operation of the *Blue Quills School near St. Paul, Alta.*, is directed by the Blue Quills Native Education Council. Their local curriculum committees are busy incorporating native (Cree) language and culture into the school program and producing teaching aids to be used in the school. Emphasis has been on introducing local stories and legends into the social studies program; studying treaties and treaty rights; developing materials for the Native language teachers; and assisting in the skill development of the instructors and teacher assistants.

At *Morley, Alta.*, the *Stoney Cultural Education Project* has been developing a wide range of cultural materials for use in the school. Notable are the social studies programs: All About Me, for kindergarten to grade 2; Comparing Peoples, grades 3-6; and Man, Technology and Culture, for grades 7-9. Also included, in the project are Stoney language lessons—for teachers as well as children—and dancing, singing and crafts. Further information on the project may be obtained from Mr. Mac Newman, c/o SCEP, Morley, Alta.

At *Hobbema, Alta.*, the Four-Band Council (Samson, Montana, Ermineskin and Louis Bull bands) has given their support to the *Hobbema Curriculum Project.* This is a developmental project designed to change the curriculum content and instructional materials used in the reserve schools to accommodate the goals defined by the people of Hobbema and to involve the parents, teachers and students in the process, so that the community's socio-cultural imperatives will be accommodated. Four target areas have been identified for the development of materials: the history of Hobbema; local government at Hobbema; geographic and socio-economic description of Hobbema and selected cultural aspects of Hobbema. To date, an impressive array of materials has been developed including videotapes, cassette tapes, slide sets, transparencies, picture sets, legends, stories, course outlines, discussion guides, etc., all of which belong to the Four-Band Council of Hobbema.

At *St. Mary's School* on the Blood reserve at *Cardston, Alta.*, the history and legends of the Blackfoot Indians are incorporated into an integrated social studies program at the elementary level, grades 4 to 6. Local resource people assist in gathering the material for the school program.

The Cree and Stoney children attending the *Gooderham School at Duffield, Alta.*, are benefitting from a cultural development project operated jointly by the Paul band members and the AIEC. The history of their reserve is being researched, along with their local legends. These are then incorporated into the social studies program for all grades.

In order to build an awareness on the part of all Canadians to the contributions made by Indian, Metis and Inuit people, the *Manitoba Department of Education* has developed a grade 8 social studies supplement called Native Studies: Indian Contributions to World Cultures. The guide outlines contributions made in 10 specific areas: food, arts & crafts, transportation, recreation, military tactics, medicine, communication, language, shelter, and personalities.

The *Margaret Barbour Collegiate Institute* at *The Pas, Man.*, with an enrolment of 1,100 students, has initiated a full-fledged Department of Native Studies in the school, through the co-operation of the The Pas Indian band, the Kelsey school division #45 and the Department of Indian and Northern Affairs. Course offerings include the following: grade 8—Native History of Manitoba, stressing the culture and contributions of the Sioux, Ojibway, Cree, Chippewa, and Assiniboine; grade 9—History of the Metis from 1600 to the present; grade 10—Native Contributions to politics, law, music, art, foods, etc.; grade 11—Native Tribes of Canada—a comparative study; grade 12—Contemporary Issues, including aboriginal rights and treaties, the Indian Act, non-status Indians, etc.; grades 7-9—Arts and Crafts, Home Economics and Cree language and syllabics. A total of 334 students are enrolled in the various courses; and staff, students and the community are enthusiastic about its progress and potential.

A.M. "Sandy" Lindsay, classroom consultant for the Island Lake District in Manitoba, has recently compiled *A Discursive History of the Northeast District of Manitoba.* Sandy gives full credit to the elders, chiefs and councillors in the district for their cooperative assistance and unqualified approval and support of the project. The history is intended to be used by teachers as a guide for grades 4-9 social studies history projects and contains a wealth of material and practical suggestions for their introduction and use in the classroom. Topics covered include Where am I?; Long Long Ago; The Early 1900's, and Recent Times to the Present.

In the *Peguis School* at *Hodgson, Man.*, the Elders come into the classrooms to tell legends and stories to the primary grades and to talk to the elementary students about "the way it used to be". Local history is taught in all grades from 1 to 9. The units were developed with input from the active school committee chaired by Frank Wilson.

At the *Jackhead School* near *Dallas, Man.*, the grades 4 to 8 students put on a play re-enacting trading activities of the local people with the Hudson's Bay Company. The play was written and performed in Cree with English interpretation for the non-Cree speakers in the enthusiastic audience.

Two Hilroy Fellowship projects in Quebec won awards for initiative and expertise in curriculum development. Pete Burman and Ray Baillie of the Chomedey Polyvalent High School in Chomedey, Que., won their award for a comprehensive examination of *The Indians of Canada: An Enquiry*—developed for high school levels—and Miss Maryellen Rossiter and Mr. G. Ross Marlin of Howard S. Billings Regional High School won theirs for an *Iroquois Unit*, also for high school students.

The *Canada Studies Foundation's* Project New Brunswick includes a course outline for Native Indian culture, prepared by Mary Ryan, Fredericton, with a great deal of input from Alex Dedam, Union of New Brunswick Indians. The unit is called *Indian Families in the Community* and is part of the project Family Lifestyles in a Canadian Community: A Study of the Cultural Diversity of Canadian Communities.

The Journal "Kanatha", published by the *Société des recherches Amérindiennes au Québec*, November, 1972 issue, contains a number of excellent articles reflecting the Indian viewpoint on territorial rights; James Bay and the Cree; Education: The Right to Exist; From Nomadism to Sedentarism; and Housing and Viewpoints. Copies of the magazine may be ordered from Société des recherches Amérindiennes au Québec, c.p. 123, Succ. g., Montréal 130, Qué.

At *Easterville, Man.*, band council meetings are taped on VTR equipment for replay to the students in their social studies classes. The tapes are also used in adult classes and to inform the community of band operations.

The *Island Lake District* of Manitoba is preparing a local history of each reserve for use at the grades 3 and 4 levels. The projects, which also include outdoor science projects, have the approval of the various bands involved and are being compiled with the assistance of local community members. The support and participation of many people is essential if this type of project is to succeed.

World Book Encyclopaedia has produced a 140-page supplement called American Indian which provides excellent background information on Indians of the Americas—their diversity, their history, their contribution to world culture and their problems to-day. For primary and elementary grades, a single copy of reprint #SA-2403 is 30 cents. If 20 or more are ordered, the price is 25 cents a copy. Order from World Book—Childcraft of Canada, Ltd., 28 Overlea Blvd., Toronto, Ont., M4H 1B6.

The *Roseneath Centennial School*, attended by students from the Aldercurve, Hiawatha and Curve Lake bands near *Peterborough, Ont.*, has introduced an Indian studies project for both Indian and non-Indian students in grades 1-8. Called the Mahjetahwin project, it—as the name implies—is a beginning project designed to eliminate the stereotype image of the Indians so often portrayed by the media. A booklet describing the program is available from the Department of Indian and Northern Affairs.

The *Manitoulin Island* schools, *West Bay, Ont.*, have initiated a broad spectrum of Native studies programs in social studies, art, music, Native language programs, language arts and mathematics. The community has also hosted an international Indian cultural conference the past three years. For further information on both the school programs and the conference, write to Mrs. Mary Lou Fox Radulovich, P.O. Box 250, Department of Indian and Northern Affairs, Manitowaning, Ont.

The *Curve Lake band*, near Peterborough, Ont., is conducting research into the history of their reserve. They plan to produce history textbooks and readers from the material collected.

Teacher Orientation and Training

White Bear Reserve, Carlyle, Sask.

The chief of the *White Bear reserve*, his councillors and the White Bear school committee invited the teachers

and principal of the Carlyle joint school to spend a day on the reserve. Although about 20 per cent of the White Bear children of school age (almost 100 children) attend school in Carlyle, most of their teachers had never visited the reserve before. The day started with a bus tour of the 56-square-mile reserve. The teachers saw the band administration offices, the village, their new skating rink, the band-operated Carlyle Lake summer resort, their producing oil wells, their golf course, their gravel pit, their community pasture operation and the kindergarten and nursery school. The tour was followed by a buffet supper and a musical program featuring Indian singers, drummers and chanters, highlighted by a children's pow-wow. In the evening, there was a general meeting which included a panel presentation on cross-cultural education, followed by general discussions and questions from the floor. The concluding highlight was an announcement by the school committee of a special scholarship to be awarded to the Indian student with the highest average attending the Carlyle School.

The *teacher aide, counsellor aide and Native language instructor training programs* in *Alberta* last summer ware coordinated by the Alberta Indian Education Centre and offered at the University of Alberta in Edmonton. During the first week in August 1974, a unique experiment took place when the students from all three courses spent one week in a camp north of Hinton, Alta., with respected elders from all over the province. It was a valuable and unforgettable learning experience for all concerned.

Perspective of Native Teacher Education is the subject of a comprehensive report of the proceedings of an ad hoc conference on Native teacher education, held in *Saskatoon, Sask.*, in 1973. Representatives were present from both Canada and the United States and the presentations made at the conference have implications for teacher education in general, as well as for Native people in particular. Titled Teacher Education Programs for Native People, copies of the proceedings are available from the Research Resource Centre, College of Education, University of Saskatchewan, Saskatoon, Sask. Publication #IRR-74-1, 138 pp. $3.00.

The Native Studies Department of the *Margaret Barbour Collegiate Institute in The Pas, Man.*, held their in service training program for the teaching staff on the nearby The Pas reserve last fall on the invitation of Chief Gordon Lathlin and members of The Pas Indian band. Teachers, parents, staff and community all expressed acceptance of the Native studies program and plans are now underway to extend the course offerings to include Native studies units to be offered in grades 3-6 at the Opasquia School.

Two teacher training programs are offered at *Brandon University*, Brandon, Man., viz., IMPACTE: Indian and Metis Project for Careers Through Teacher Education; and PENT: Primary Educatiion for Native Teachers. Both programs offer career opportunities to Native people in the teaching professions, through a combined academic and practical training program, and both programs lead to teacher certification from the province of Manitoba. Duration of training, time-tabling and location of courses are flexible to suit the diverse needs of the students. A total of 148 students are enrolled in the two programs this year: 70 in IMPACTE and 78 in PENT. The courses are made possible through the cooperation of Brandon University, the Manitoba Department of Education, and the Department of Indian and Northern Affairs.

The first Maritimes teacher aide training program was offered at the *Nova Scotia Teachers' College*, July 2-19, 1974. Attended by 31 teacher aides from Prince Edward Island, Nova Scotia and New Brunswick, the course included learning strategies, reading, child development, group dynamics, art, early childhood education and mathematics. Enthusiasm was high throughout the course and is continuing in the classrooms this winter.

Resource Materials—General

Rocky Boy Bilingual Education Program. The program started in 1971-72 and a number of bilingual education materials have been developed. For further information and catalogue of materials write to: Bilingual Education Centre, Rocky Boy School, School District #87, Box Elder, Montana, U.S.A., 59521.

Teacher's Guide to Resource Materials in Cross-Cultural Education. Part One: Indians, Eskimos and Early Explorers. This guide was compiled by the Indian and Northern Curriculum Resources Centre in Saskatoon, Sask., and includes annotated listings on materials pertaining to: the Indians of North America, the Early Explorers of Canada and the U.S., the Plains Indians, the West Coast Indians, the Southwestern Indians, the East Coast Indians, and the Eskimo and Northern Indian Cultures. Order from the Indian and Northern Curriculum Resources Centre, Room 3097, Education Building, University of Saskatchewan, Saskatoon, Sask., 1970; 100 pp; mimeo; $4.95.

A Syllabus on Indian History and Culture. The syllabus is intended to provide a sound factual knowledge of the development of Western Canada from the Indian and Metis point of view, as well as from the point of view of the Euro-Canadians who have settled in this region. This course outline is divided into three sections: A. The Canadian Indians prior to the coming of the Europeans; B. European contact to the signing of the treaties; and C. Contemporary Indians and Metis. Available from the Indian and Northern Curriculum Resources Centre, Room 3097, Education Building, University of Saskatchewan, Saskatoon, Sask. 1970; 40 pp; mimeo; $2.95.

Canada's Native Heritage. A resource book for teachers. Northern curriculum project. This resource book was developed as an outgrowth of an Indian studies project carried out at St. John School, Prince Albert, Sask., during the 1970-71 school term. The book describes the various school activities in curriculum form and includes suggestions for Indian units in the following subject areas: physical education: Indian sports and games, social studies, science, drama, arts and crafts, and reading—myths and legends. A write-up of this successful project may be found in the Saskatchewan Journal of Educational Research and Development, Vol. 2, No. 1, Fall 1971 issue. The resource book may be obtained from the Saskatchewan Teachers' Federation, Teaching Materials Centre, Saskatoon, Sask. 128 pp; paperback; $1.65.

A Plan for a Life Skills Course for Northern Adolescents by Eugene S. Gryba and Russel Kyba. A detailed course outline which grew out of the conviction of teachers in northern Saskatchewan and of the Northern Areas school board that life skills training is needed by many adolescents in the schools. For further information, contact Saskatchewan Newstart Inc., Prince Albert, Sask.

The Ontario Education Communications Authority presented a series of *native studies school radio broadcasts* last fall, produced by the CBC and developed in cooperation with the Ministry of Education in Ontario. The series was presented in magazine format and explored various aspects of native history through legend, song, dance, games, poetry and dramatic re-creation. Included were "interviews" with Tecumseh, Champlain and others in history; visits to rock paintings in Ontario; visits to the Martyr's Shrine; an exploration of the past, present and future of the Six Nations, Ojibway and Cree of Ontario; and the Indian Hall of Fame. Information on ordering copies of the programs may be obtained from VIPS (Videotapes Instructional Programs Services), 2180 Yonge Street, Canada Square 64, Toronto, Ont., M4S 2C1.

Annotated Bibliography of Articles Pertaining to Native North Americans. Forty-four pages of newspaper and magazine articles pertaining to native people published over the past nine years. Available from the Indian and Northern Curriculum Resources Centre, Room 3097, Education Building, University of Saskatchewan, Saskatoon, Sask. $3.00.

The *Non-People* by David McKay. Includes a description of the Native Council of Canada and its affiliated provincial Metis organizations, accompanied by a cassette tape and a series of *documents and articles about Metis people.* Available from the Indian and

Northern Curriculum Resources Centre, Room 3097, Education Building, University of Saskatchewan, Saskatoon, Sask. Price per kit $4.50.

The Association of Universities and Colleges of Canada has published an inventory of courses, classes, research and special projects pertaining to Indian and Inuit education at the post-secondary level. Titled *The University and the Canadian North* by Walter O. Kupsch and Maryse Caillol, it is available from the Association of Universities and Colleges of Canada, 151 Slater Street, Ottawa, Ont., K1P 5N1. 1973; 300 pages; $3.00.

The Weewish Tree is a magazine for young people of Indian America, published seven times a year by the American Indian Historical Society, 1451 Masonic Ave., San Francisco, California, U.S.A., 94117. Subscription $6.50 a year.

About Indians, a bibliography of books by or about Indians annotated by Indian university students, is available free of charge from Information Services, Department of Indian and Northern Affairs, Room 304, 400 Laurier Ave. W., Ottawa, Ont., K1A 0H4. A list of *Indian and Northern Affairs publications suitable for children in primary and junior levels* has also been compiled by the curriculum development section, Education Branch, DIAND. Available free of charge. Order the list from the above at Room 631, 400 Laurier Ave. W., Ottawa, Ont., K1A 0H4.

A Cree calendar is published each year by the Saskatchewan Indian Cultural College; and Gail Bear, Smith Atimoyoo and Andrew King have prepared a lesson plan to be used by the teacher as a supplement to the calendar. Order the calendar and the lesson plan from Saskatchewan Indian Cultural College, Federation of Saskatchewan Indians, 1402 Quebec Ave., Saskatoon, Sask. Price $2.00.

An updated list of *films pertaining to Indians and Eskimos*, which are available from the National Film Board, has been compiled by the Curriculum Development Section of the Education Branch, DIAND. The list may be requested from the above at Room 631, 400 Laurier Ave. W., Ottawa, Ont., K1A 0H4.

The *Canadian Source Book of Educational Materials* contains a wealth of information on free, inexpensive or "on loan" materials which are available to teachers. The source book costs $7.50 and may be ordered from Canadian Educational Resources for Teachers, Box 3430. Station "B", Calgary, Alta.

The Alberta Native Communications Society, in co-operation with the Alberta Department of Education school broadcasts, has produced a series of educational radio programs called Kis-Ke-Yem-So (Cree words which mean "to know oneself"). The series explores Indian and Metis life, culture and history in dramatic form and was written, produced and acted by people of Indian descent. The 25 broadcasts follow the experiences of a Cree boy, Paul Keewatin, as he learns many things about his own culture and also experiences what it is like to be a part of another culture. Five supplementary newspaper flyers have also been produced which contain material relating to the broadcasts. The series was developed for the grades 4-6 levels, and 15-minute tapes of the broadcasts will be dubbed free of charge if you send in your own blank tapes (1½ mil, 15 minutes). For further information, write to the Alberta Native Communications Society, 11427 Jasper Ave., Edmonton, Alta.

A Canadian Indian Bibliography, 1960-1970 by Thomas S. Abler and Sally M. Weener is an annotated bibliography listing material of scholarly interest published between 1960 and 1970 on the Canadian Indian and Metis. It is multi-disciplinary in approach and also includes a survey of Indian-Metis literature by cultural groups, as well as a Case Law Digest for the period 1867-1972. University of Toronto Press, Toronto, Ont. 1974; 732 pp; $30.00.

The program development division of the Department of Education, Government of the Northwest Territories, *Yellowknife, N.W.T.*, has issued a catalogue of *Learning Materials* pertaining to primary, elementary and secondary education in the schools of the Northwest Territories. Emphasis is placed on materials relevant to learning in a cross-cultural setting although conventional materials are also listed. For information about availability, write to the above address.

Edward F. Rooney, special education consultant, *Stratford, Ont.*, has produced a series of ungraded activity books which are helpful in *remedial work* with

primary students: The Ungraded Reader, The Ungraded Speller, The Ungraded Arithmetic, and Sensory-Motor Activities. Available from Stratford Teacher Aids, P.O. Box 285, Stratford, Ont. $2.00 each.

Marjorie Mitchell of the University of Victoria, Victoria, B.C. has compiled a *descriptive mailing list* of departments, organizations, associations and individuals involved in *Native Indian studies and curriculum development programs.* For a copy, write to the Intercultural Curriculum Project, Studies of Intercultural Education, University of Victoria, Victoria, B.C., V8W 2Y2.

Prayers

An Indian Prayer, forwarded by Mary Lou Fox Radulovich, Ojibway, Manitoulin Island, Ont.:

Oh Great Spirit,
Whose voice I hear in the winds,
and whose breath gives life to all the world,
hear me! I am small and weak, I need your
strength and wisdom.

Let Me walk in Beauty, and make my eyes
ever to behold the red and purple sunset.

Make My Hands respect the things you have
made and my ears sharp to hear your voice,

Make Me Wise so that I may understand the
things you have taught my people.

Let Me Learn the lessons you have hidden
in every leaf and rock.

I Seek Strength, not to be greater than my
brother, but to fight my greatest enemy—myself.

Make Me Always Ready to come to you with
clean hands and straight eyes.

So When Life Fades, as the fading sunset,
my spirit may come to you without shame.